Guided Reading Lesson Plan

**Text: Little Bulldozer PM Reader Level: 8**

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| **High Frequency Word Review** | helping, went, away, hello |
| **Easy Reading** | Use the last book from the previous session.   * Help students to work out unknown words from meaning: “What would make sense there? What would look right and sound right?” * Get students to check any errors: “Did that make sense?” “You said \_\_\_\_\_\_\_\_\_ . Does that look right?” “Can we say it that way?” * Get students to reread parts for fluency and phrasing. |
| **New book** | **Orientation**:   * The title of this book is Little Bulldozer. What do you know about bulldozers? What do bulldozers do? When we think about the title and look at the picture of the front cover what predictions do we have about what this book might be about? * **Brief Overview:** This book is about a Little Bulldozer, who likes helping. He says to the fire engine and then the Big Truck that he likes to help and that he will help them. But they tell him to go away and play because he is too little to help them. So he cried and cried. Then Big Bulldozer comes along and says hello to him and asks him to help. But Little Bulldozer says he is too little to help. The Big Bulldozer tells him he is not too little to help. So he helped and helped him. * (P2/3)Who is this? * (P4/5) What do you think Little Bulldozer went to look at? What do you think he is saying to Fire Engine? * (P6/7) Where do you think Fire Engine is going? What do you think the Fire Engine might be saying to Little Bulldozer * (P8/9) What is Big Truck doing? What might Little Bulldozer be saying to the Big Truck? * (P10/11) Why do you think Little Bulldozer is sad? * (p12/13) What is Big Bulldozer doing? How could Little Bulldozer help him? * (p14) How do you think Little Bulldozer is feeling? What makes you think this? * (P16) What might Little Bulldozer be saying to Big Bulldozer?   **Introduce new words and concepts**: high frequency words  **Finding words using initial letters** after articulating clearly. What can you hear in the middle, at the end of...?  **Prompt children to practise strategies.**  **Each child reads the text independently.**   * Reinforce where children used reading strategies & prompt for strategies as needed.   **Comprehension Questions** |
| **New high frequency words** | with, this, cried, will, truck, like, I’m, fire |
| **Letter /Sound**  **identification** | e: enginep5 and 7  w: will, went  y: you |
| **Phonological awareness** | * Onset and rime: ay: away, way, day, say, stay, play, bay, etc |
| **Other teaching focus** | * Speech marks * Capital letters for names |
| **Group/ Names of students** |  |
| **Comments** |  |